

OSSE Nonpublic Monitoring Tool (3/17/2010)

<hr/> LEA Name	<hr/> School Name	<hr/> Type of School
<hr/> Student Name	<hr/> Student ID	<hr/> Date of Birth
<hr/> Record Review Completed by	<hr/> Date of Record Review	Age group: <input type="checkbox"/> 3-5 <input type="checkbox"/> K-15 <input type="checkbox"/> 15+ <input type="checkbox"/> 18+

Item #	Regulation/ Authority	Item Text	Response Criteria	Y	N	N A	Corrective Actions: Student Level and LEA Level
IEP – 1	§300.322(a) (1)	Parent was notified of IEP meeting early enough to ensure they will have an opportunity to attend.	<p>Yes = Parent invitation to most recent IEP meeting was dated prior to IEP meeting OR documentation that parent waived notice requirement.</p> <p>No = Parent invitation to most recent IEP meeting was dated on or after IEP meeting date.</p> <p>NA = Student 18 or over and rights have transferred.</p>				<p>Student Level: Reconvene IEP team and notify parent early enough to ensure an opportunity to attend.</p> <p>LEA Level: Convene meeting with stakeholders, including parents of students served in nonpublic schools, to determine methods to facilitate communication with parents of students served in nonpublic schools.</p> <p>Provide documentation of above to OSSE.</p>
IEP – 2	§300.322(a)	“Parent” invited to IEP meeting and “parent” who signed IEP, meet the definition of “parent” in 34 CFR §300.30.	<p>Yes = File contains documentation that a “parent” (as defined by 34 CFR §300.30) was invited to the IEP meeting AND, if there is a “parent” signature, a “parent” (as defined by 34 CFR §300.30) signed the IEP.</p> <p>No = File does NOT contain documentation that a “parent” (as defined by 34 CFR §300.30) was invited to the IEP meeting OR, if there is a parent signature, a “parent” (as defined by 34 CFR §300.30) did not sign the IEP (if parent signature included in IEP).</p> <p>NA = Student 18 or over and rights have transferred.</p>				<p>Student Level: If parent was not invited, reconvene IEP meeting with invitation to the parent. If no parent can be located, promptly contact the OSSE for appointment of a surrogate parent and reconvene IEP meeting with invitation to surrogate parent.</p> <p>LEA Level: LEA must provide technical assistance in procedures and requirements for properly requesting a surrogate parent to be appointed by OSSE.</p> <p>Provide documentation of above to OSSE.</p>
IEP – 3	§300.324(a) (1) (ii)	IEP team considered the concerns of the parents for enhancing the education of their child.	<p>Yes = File contains documentation that parent concerns were considered in last IEP meeting.</p> <p>No = File does NOT contain documentation that parent concerns were considered in last IEP meeting.</p>				<p>Student Level: Obtain statement of parent concerns and include in student file.</p> <p>LEA Level:</p>

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		<p>NA = Student 18 or over and rights have transferred.</p>			<p>Convene meeting with stakeholders, including parents of students served in nonpublic schools, to determine methods to facilitate communication with parents of students served in nonpublic schools.</p> <p>Provide documentation of above to OSSE.</p>
<p>IEP – 4 §300.321(a)</p>	<p>The LEA designee attended the IEP meeting.</p>	<p>Yes = If appropriate, the LEA designee was in attendance OR there is a written agreement by the parent and LEA that LEA designee attendance was not necessary.</p> <p>No = The LEA designee was required but NOT in attendance AND written agreement was not provided.</p>			<p>Student Level: Not correctable at the student level.</p> <p>LEA Level: Develop plan to ensure an LEA designee attends IEP meetings of students placed in nonpublic settings.</p> <p>Provide documentation of the above to OSSE.</p>
<p>IEP – 5 §300.320(a) (1)</p>	<p>IEP documents a PLAAFP that states how disability affects involvement and progress in general curriculum.</p>	<p>Yes = How disability affects involvement and progress is documented in IEP.</p> <p>No = How disability affects involvement and progress is NOT documented in IEP.</p>			<p>Student Level: Reconvene IEP meeting to discuss how disability affects involvement and progress in general curriculum.</p> <p>LEA Level: LEA must provide technical assistance in procedures and requirements for placement decisions.</p> <p>Provide documentation of the above to OSSE.</p>
<p>IEP – 6 §§300.320(a) (2)(i) and (a)(3)(i)</p>	<p>IEP contains measurable goals and a description of how progress toward goals will be measured.</p>	<p>Yes = File contains measurable goals AND a description of how progress will be measured.</p> <p>No = File does NOT contain measurable goals OR a description of how progress toward goals will be measured.</p>			<p>Student Level: Reconvene IEP team within 30 days of report and develop measurable goals and a description of how progress toward the goals will be measured.</p> <p>LEA Level: Pull 10 random files to determine if IEP contains measurable goals and a description of how progress toward the goals will be measured.</p> <p>Provide documentation of the above to OSSE.</p>
<p>IEP – 7 §300.320(a) (3)(i)</p>	<p>Student’s file contains progress data relative to annual goals and objectives.</p>	<p>Yes = Student progress data are present in file.</p> <p>No = Student progress data are NOT present in file.</p> <p>NA = IEP implanted for less than 3 months.</p>			<p>Student Level: Collect and file student progress data relative to annual goals and objectives.</p> <p>LEA Level: Pull 10 random files to determine if progress data are present in file. If progress data not present, collect and file student progress data.</p>

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					Provide documentation of above to OSSE.
IEP – 8 §300.320(a) (6)(ii)	If IEP team determined student must take alternate assessment, IEP contains a statement of why the student cannot participate in regular assessment and the particular alternate assessment (DC-CAS ALT) selected.	<p>Yes = IEP contains a statement of why the student cannot participate in regular assessment AND the particular alternate assessment (DC-CAS ALT) selected.</p> <p>No = IEP does NOT contain a statement of why the student cannot participate in regular assessment OR the particular alternate assessment (DC-CAS ALT) selected.</p> <p>NA = Student is participating in regular state and LEA assessments.</p>			<p>Student Level: Reconvene IEP team within 30 days of report and include statement of why child cannot participate in regular assessment.</p> <p>LEA Level: Pull 10 random files to determine if statements are present in file. If statements are not present, reconvene IEP team to include statement of why student cannot participate in regular assessment.</p> <p>Provide documentation of the above to OSSE.</p>
LRE - 9 §300.116 (b)(2)	The student's placement is based on his/her IEP.	<p>Yes = There is a clear alignment between the student's IEP and the student's placement.</p> <p>No = The student's IEP does not justify the student's placement.</p> <p>NA = In the past year, the student's placement was determined through an HOD.</p>			<p>Student Level: Reconvene IEP team within 30 days of report and determine appropriate placement.</p> <p>LEA Level: LEA must develop plan to review continuum of services when considering student placement.</p> <p>Provide documentation of the above to OSSE.</p>
LRE - 10 §300.116(d)	In selecting the LRE, there was consideration of any harmful effects on the student or on the quality of services needed.	<p>Yes = The IEP file contains documentation that the IEP team considered harmful effects on the student or on the quality of services.</p> <p>No = The IEP file does NOT contain documentation that harmful effects were considered by the IEP team.</p> <p>NA = In the past year, the student's placement was determined through an HOD.</p>			<p>Student Level: Reconvene IEP team within 30 days of report and determine appropriate placement.</p> <p>LEA Level: Review next 10 IEPs (or if less than 10, review all) for documentation of consideration of harmful effects or quality of services. (Documentation to be included in justification section on LRE page of IEP.)</p> <p>Provide documentation of the above to OSSE.</p>
DIS – 11 §300.324 (a)(2)	The IEP team considered the use of positive behavioral interventions and supports and other strategies to address behavior.	<p>Yes = The IEP file contains documentation that the IEP team considered the use of positive behavioral interventions and supports and other strategies to address behavior.</p> <p>No = The IEP file does NOT contain documentation that the IEP team considered the use of positive behavioral interventions and supports and other strategies to address behavior.</p> <p>NA = In IEP files does not indicate that the student has behavioral needs.</p>			<p>Student Level: Reconvene IEP team within 30 days of report to consider the use of positive behavior supports and behavioral interventions and other strategies to address behavior.</p> <p>LEA Level: LEA must provide technical assistance in the use of positive behavioral interventions and supports.</p> <p>Provide documentation of the above to OSSE.</p>

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<p>DIS - 12 §300.530(f)</p>	<p>The LEA conducted a functional behavioral assessment.</p>	<p>Yes = The results of the FBA are in the file.</p> <p>No = FBA was required but the file contains no evidence that FBA was conducted.</p> <p>NA = No FBA was required.</p>		<p>Student Level: Within 90 days of this report, FBA must be conducted and placed in student's file, and IEP team must use results of the FBA to create and implement a behavioral intervention plan.</p> <p>LEA Level: LEA special education administrator(s) must review, revise and align (if necessary) discipline policies and procedures to determine if they are consistent with federal law.</p> <p>Provide documentation of the above to OSSE.</p>
<p>DIS - 13 §300.530(f)</p>	<p>The LEA developed a Behavioral Intervention Plan (BIP).</p>	<p>Yes = The BIP is in the file, with evidence of review and modification if required.</p> <p>No = The BIP is NOT in the file OR there is no evidence that the BIP was reviewed and modified as required.</p> <p>NA = No BIP was required.</p>		<p>Student Level: BIP must be developed, placed in student's file and implemented.</p> <p>LEA Level: LEA special education administrator(s) must review, revise and align (if necessary) discipline policies and procedures to determine if they are consistent with federal law.</p> <p>Provide documentation of the above to OSSE.</p>
<p>DAT – 14 §§300.600, 300.601</p>	<p>Date of birth in file is same as date of birth reported in SEDS.</p>	<p>Yes = Date of birth in file is same as reported in SEDS.</p> <p>No = Date of birth in file is NOT the same as reported in SEDS.</p>		<p>Student Level: Find and correct date of birth in file or in SEDS.</p> <p>LEA Level: Train personnel responsible for data entry of special education data.</p> <p>Provide documentation of the above to OSSE.</p>
<p>DAT – 15 §§300.600, 300.601</p>	<p>Primary disability in file is same as primary disability reported in SEDS.</p>	<p>Yes = Primary disability in file is same as reported in SEDS.</p> <p>No = Primary disability in file is NOT the same as reported in SEDS.</p>		<p>Student Level: Find and correct primary disability in file or in SEDS.</p> <p>LEA Level: Train personnel responsible for data entry of special education data.</p> <p>Provide documentation of the above to OSSE.</p>